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ABSTRACT

Two studies were conducted to examine the difference between the roles of resource teachers as proposed in the literature and the actual allotment of time in practice. Studies involved 101 graduate students in a university resource teacher training program and 371 resource teachers in the public schools. Findings confirmed previous conclusions that resource teachers are devoting minimal amounts of time to the indirect service roles of consultation and inservice with regular teachers. No significant differences existed in the consultation activity undertaken by Ss at various degree levels. Demonstration teaching time was the only variable that correlated somewhat with amount of time devoted to consultation. Findings emphasized the desparity between the literature models and actual practice. Implications for higher education include the selection of appropriate persons to enter resource teacher training, while implications for public schools include the need to operationalize a philosophy that stresses the consultative function of resource teachers and the provision of administrative support for such a role. (CL)

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The Special Education Resource Teacher as a Consultant: Fact or Fantasy

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Running head: Resource Teacher as Consultant

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The Special Education Resource Teacher as a Consultant: Fact or Fantasy?

The special education resource teacher has achieved, within the past several years, an important role in the delivery of services to handicapped students in the public schools. Currently, special education resource teachers (or personnel with various positions or titles having similar functions) represent the primary mediator between regular and special education programs. Virtually all references to the least restrictive educational environment, integration of handicapped students into regular school programs, and to mainstreaming, state or imply that a handicapped student's success in the regular school program will depend to a large extent on the supplementary, supportive services which they receive while in the regular classroom. A variety of resource teacher models designed to provide these supportive services has emerged (Hammill & Wiederholt, 1972; Reger, 1972; Sabatino, 1972). A key element of many of these resource teacher models is the provision of indirect services to regular classroom teachers through consultation, inservice, and demonstration teaching.

Recently, however, several authors have questioned whether these resource teacher models are actually being implemented as intended (Evans, 1980; Sargent, 1981; Speece & Mandell, 1980; Zabel, Peterson, Smith, & White, Note 1). Of primary concern is the relative amount of emphasis actually placed on indirect service roles. The purposes of this paper are threefold: the first is to examine the roles of resource teachers as described in commonly accepted models; the

second is to report the findings of two studies conducted at the University of Nebraska concerning the amount of time resource teachers spend in various roles; and finally, to discuss the implications of these findings for public schools, special education policy, teacher training, and research.

Resource Teacher Roles in the Literature

Resource Teacher Models

Much of the implementation of the resource teacher model has depended on the body of literature which has recently explained and promoted this model of service delivery. For the purposes of this research, a literature review was conducted to ascertain the factors most common to the resource teacher role. In reviewing the literature, numerous journal articles, ERIC abstracts, and books provided information about the role of the resource teacher. To facilitate compilation of representative role descriptions, the grid in Table 1 was developed.

Seven major resource teacher roles were identified. The seven role areas include: assessment/diagnosis, direct service to students, indirect service/consultation to teachers, school-related conferences, preparing educational plans, research, and record keeping. In Table 1, it should be noted that in several areas there appears to be almost unanimous agreement. Although there are some differences in the type of direct service provided by the resource teachers, all of the models included direct service as a role of the resource teacher. Similarly, assessment and indirect service/consultation were also included within virtually all the models reviewed. Hammill & Wiederholt (1972) in a review describe a resource teacher as a person who works with

TABLE 1

SUMMARY OF SELECTED LITERATURE ON THE ROLE OF RESOURCE TEACHERS BY AUTHOR

	Leviton 1978	Mitchell 1976	Sapp 1977	Littlejohn et al. 1977	Dunn 1968	Hammill Wiederholt 1972	Reger 1972	Wiederholt Hammill, Brown 1978	Hawisher & Calhoun 1978	Sabatino 1972	Affleck et al. 1973	Lott et al. 1975	Carroll et al. 1977	Childs 1979	Larsen 1976	Jenkins & Mayhall 1976	McLoughlin & Kass 1978	Idol-Maestos 1981
ROLE DESCRIPTION																		
Assessment/Diagnosis	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
formal	X			X		X		X	X		X	X		X		X	X	
informal				X		X		X	X			X		X		X	X	X
observation	X		X	X				X	X	X		X	X			X		
Direct Service to Students	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
instructional	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X
tutoring					X	X		X	X		X	X	X		X	X	X	
behavior intervention						X		X	X			X						
Indirect Service to Students	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
consulting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
academic	X	X	X		X	X	X	X	X	X		X	X	X	X	X		X
behavioral	X		X			X	X	X	X	X		X	X			X		X
teaching strategies	X	X			X	X	X	X	X	X			X	X	X			X
demonstration teaching	X		X				X	X		X	X	X	X	X				
inservice training	X		X					X	X	X		X	X	X				X
School Related	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
parent conference	X		X	X				X	X	X	X	X	X					X
administrator conference		X					X	X				X					X	X
staffing	X	X	X	X				X	X	X	X	X	X		X			
teacher conference	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X
Prepare Educational Plans	X		X	X	X	X		X	X	X	X	X	X	X	X	X		
develop instructional materials	X	X	X	X	X	X		X		X	X				X	X	X	
Record Keeping				X				X	X		X	X	X			X	X	X
Research				X														

both children and adults. This is an integration of the "diagnostic" or "remedial" teacher who works with only children and the "teacher-consultant" who deals exclusively with teachers.

Several of the other identified resource teacher functions were not universally included in all models. Inservice training was included in nearly half of the models (Carroll, Gurski, McIntyre, Male, & Stem, 1977; Childs, 1979; Hawisher & Calhoun, 1978; Idol-Maestos, 1981; Leviton, 1978; Lott, Hudak, & Scheetz, 1975; Sabatino, 1972; Sapp, 1977; Wiederholt, Hammill, & Brown, 1978). It is also interesting to note that demonstration teaching was included in nine of the models (Affleck, 1973; Carroll et al., 1977; Childs, 1979; Leviton, 1978; Reger, 1972; Sabatino, 1972; Sapp, 1977; Wiederholt et al., 1978). Record keeping was included in 10 of the models reviewed (Affleck, 1973; Carroll et al., 1977; Hawisher & Calhoun, 1978; Idol-Maestos, 1981; Jenkins & Mayhall, 1976; Littlejohn, Male, & Skindrud, 1977; Lott et al., 1975; McLaughlin & Kass, 1978; Wiederholt et al., 1978). One function of the resource teacher clearly not identified in the majority of the models was research, with only Lott et al. (1975) including it as a role.

Other authors not included in the grid have provided teacher "consultant" models, which provide little or no direct services to mildly handicapped students (Adelman, 1972; Burrello, Tracy, & Schultz, 1973; Christie, McKenzie, & Burdett, 1972; Lilly, 1971; Shaw & Shaw, 1972). These models rely on the provision of indirect services to teachers as a means of meeting mildly handicapped students' needs.

In summary, indirect services were included in all models reviewed. Indirect services were commonly identified further as

consultation, demonstration teaching, and inservice training.

Empirical Studies of the Resource Teacher Role

Numerous descriptions of "model" resource teacher roles were described in the literature. Much less, however, has been written which relates to empirically determined on-the-job resource teacher functions. Attempts to empirically determine the actual role of the resource teacher include Evans (1980), Sargent (1981), Speece & Mandel (1980), and Zabel et al. (Note 1).

Although indirect service/consultation was identified as a role of the resource teacher in all models described, Evans (1980) found that 80% of the resource teachers surveyed saw consultation comprising 5% or less of their professional duties. The mean percentage of time spent in direct instruction was 56.5%. Results also indicate that the ideal amounts of consultation and the actual amount differ substantially, the conclusion being that "consultant activity does not have parity with the resource teacher's other roles" (p. 403).

In another study, Zabel et al. (Note 1) asked teachers of the emotionally disturbed as well as a sample of teachers in cross categorical resource programs to identify the amount of time they spent in five areas: Evaluation, Teaching, Preparation and Planning, Consultation and Indirect Support, and Other Activities. Results indicate that resource teachers spend about 60% of their time in teaching, in contrast to approximately 10% in consultation and indirect support. When time spent by resource teachers was compared to that spent by self-contained teachers, no significant differences occurred in any of the time categories, except in the amount of time spent on

evaluation. Here, the self-contained teachers spent more hours per week than the resource teachers. The authors have concluded that the "cascade of services" model may not be operating as intended, in that insignificant differences in time allocation and their role were found between resource and self-contained teachers.

Speece & Mandel (1980) surveyed regular education teachers, asking them to rank the importance and frequency of 26 support services provided by resource teachers. Only two services, remedial instruction in the resource room and informal student progress meetings, were reported as provided regularly. In contrast, demonstrating the use of materials was reported as done frequently by only 33% of the respondents, and planning inservice by resource teachers was reported as seen frequently by approximately 5% of the respondents. In addition, 85% of regular class teachers reported that direct classroom intervention strategies were not provided. Speece & Mandel concluded that a cooperative relationship between regular educators and resource teachers did not exist.

Sargent (1981) sought to determine how resource teachers used professional time by survey and by direct observation. Results indicated that resource teachers estimated spending 7.13% of their time consulting with staff and 1.25% of their time conducting inservice, in contrast to 63.67% of their time spent in direct instruction. Observations of resource teachers provided similar findings with 8.51% of professional time spent in consulting with staff, no time spent in conducting inservice, and 51.48% spent in direct instruction. Among other conclusions, Sargent stated that there is a strong need to further clarify roles and priorities for resource teachers.

Current Studies of Resource Teacher Functions

These studies raise serious questions about the difference between proposed model resource teacher programs and the actual allotment of time to various roles in the public schools. The following two research studies were designed to gather data regarding the amount of time resource teachers devote to various roles, as described in the literature. In addition, the second study was designed to further explore Evans' (1980) finding that degree level of resource teachers is a predictor of consultation, and to attempt to isolate other possible predictors of this consultative activity.

Study I

The purpose of this study was to confirm the findings of other researchers regarding the allotment of time by resource teachers to various roles, specifically focusing on the contrast between teaching and indirect service. An additional purpose was to determine whether or not the actual role of resource externs was similar to the expectations advocated by the training institution.

Methods

In the first study, 101 graduate students, enrolled from 1977 to 1981 in the resource teacher training program at the University of Nebraska-Lincoln, were asked to complete a Time and Activity Log (Stellern, Vasa, & Little, 1976). The instrument was developed in 1972 at a teacher training institution in Wyoming and field-tested with groups of special education teachers in the public schools. The instrument was revised after consulting with professional colleagues for use with resource teachers in training at the University of Nebraska-Lincoln. The instrument has undergone three revisions since,

to more accurately match the functions of the resource teacher in the schools. Teachers were asked to account for all their professional time in listed categories by noting on a daily basis specific events and the amount of time spent in various activities.

Results

The results of this research study seem to confirm findings by other researchers that resource teachers are devoting minimal amounts of time to the indirect service roles of consultation and conducting of inservice with regular class teachers.

The activity categories that appeared on the resource extern Time and Activity Logs, along with mean percentages of time devoted to each category by 101 externs during the school years from 1977 to 1981, are shown in Table 2.

Resource externs in the study devoted the greater share (50.0%) of their professional time to instructional activities. In contrast, they devoted only 5.8% of their time to consulting with regular class teachers about the mainstreaming of handicapped students, and only .3% of their time to conducting inservices.

Study II

In addition to exploring the amount of time resource teachers devote to direct and indirect service categories, this study was designed to attempt to isolate specific predictors of consultative activity. Various resource teacher characteristics analyzed as predictors were, for example, degree level, type of teaching experience, grade range of students, and training.

Table 2

Summary of Resource Teacher Extern

Time and Activity Log Data for 1977 to 1981

Activity Category	Mean Percentage of Total Professional Time
A. Administrator Conference	2.0
B. Classroom Observation of Students	1.9
C. Conference with Other Persons	2.8
D. Consulting with Teachers Activities	5.8
E. Inservice Conducted or Speech Given	.3
F. Instructional Activities	50.0
G. Meeting or Inservice Attended	3.8
H. Parental Contact	2.8
I. Preparation and Planning	11.2
J. Record Keeping and Report Writing	4.9
K. Secretarial and Aide Activity	2.8
L. Student Conference	1.2
M. Supervising Activity with Staff	1.7
N. Testing and Evaluation	3.2
O. Travel	3.1
P. Miscellaneous	1.4
Q. Staffing	1.0
	100.0

Note: n = 101

Methods

Data for the second study was gathered in the spring of 1981 by surveying 371 special education resource teachers in Nebraska. These teachers represented all of the public school teachers who could be identified as serving in a resource position during the 1980-81 school year. After a follow-up mailing, 289 or 77.9% of the survey sample responded to the questionnaire. Two-hundred-two of the returned surveys were judged as valid cases and were included in the data analysis.

On the survey form, the respondents were asked to report the approximate number of hours they engaged in consultation with regular class teachers in a typical two-week time span and to rank order those who typically initiated such consultations. The respondents were also questioned about the number of times and hours that they presented at inservices with regular class teachers and engaged in demonstration teaching during the past school year. Additionally, the respondents were given one-sentence descriptions of Schein's (1978) consultative models (purchase of expertise, doctor-patient, and process) as they would apply to the resource-regular classroom teacher consultative session. Through use of a forced choice question, they were asked which consultative model they typically employ while consulting. Other questions focused on a variety of demographic and training factors potentially impacting consultation.

Results

The results of the second study are similar to the findings of the first study. The respondents to this survey also devoted little time

to the activities of consultation, conducting of inservice, and demonstration teaching. Table 3 contains summary statistics of the amounts of time devoted by resource teachers to these three activities.

According to the summary information in Table 3, resource teachers are devoting less than five hours to consultation with regular class teachers in a typical two-week time span. The median number of hours devoted during the past school year to demonstration teaching was only .289, and the median number of hours spent presenting at inservices over the same time span was only .427. It is important to note that well over half the sample (66.3%) engaged in no demonstration teaching during the past school year and that 51.5% of the respondents reported that they presented at no inservice sessions during the same time period.

According to Evans (1980), holding an advanced degree is a predictor of consultative activity by special education resource teachers. In the present study, a one-way analysis of variance was used to contrast four levels of teacher training (bachelor's degree, bachelor's degree plus additional hours, master's degree, and master's degree plus additional hours) with the amount of consultation provided to regular class teachers. No significant differences were found to exist (see Table 4) in the amount of consultation conducted by resource teachers at these various levels of training. Although resource teachers with more advanced training tended to engage in a greater amount of consultation, these differences were of little practical significance.

In addition to level of training, other factors may contribute to a resource teacher's ability to engage in greater amounts of

Table 3

Resource Teacher Time in Consulting,
Demonstration Teaching and Inservice

	Mean	Median	Range
Hours spent consulting with regular class teachers in typical two-week timespan	6.9	4.87	0 to 80
Approximate number of hours spent in demonstration teaching during past school year	4.9	.289	0 to 250
Approximate number of hours presenting at inservice sessions during past school year	2.59	.427	0 to 98

Table 4

Consultation Time by Level of Training

Group	n	Mean	Standard deviation
Bachelor's degree	34	5.68	5.34
Bachelor's plus hours	148	5.99	7.83
Master's degree	52	6.79	5.38
Master's plus hours	72	7.18	6.89

Analysis of Variance

Source of Variance	Sum of squares	Mean squares	df	F ratio	F prob.
Between groups	93.7704	31.2568	3	0.637	0.5915
Within groups	14811.6560	49.0452	302		
Total	14905.4258		305		

consultation. It was hypothesized that having various types of teaching experience in different settings and engaging in certain activities such as demonstration teaching would help a resource teacher build credibility, with the end result of being sought out by regular class educators for more consultation. Hours of demonstration teaching and inservice conducted during the past school year, number of years of experience in several types of classroom settings, type of classroom at present (resource, self-contained special class, combination resource and self-contained), grade range of students served, highest degree earned, number of years of experience in current position, and training in consultative techniques would all seem to have a possible bearing on a teacher's ability to deliver consultation to classroom teachers. These variables were analyzed through a step-wise, multiple regression procedure. Results are reported in Table 5.

The multiple correlation coefficient between hours of consultation time and these 10 variables was found to be .403 ($p < .01$). The variable "training in consultation" did not contribute significantly to the equation and therefore was deleted from further analysis.

Table 5 reveals that only the first three variables--amount of demonstration teaching time, experience as a self-contained special class teacher, and experience as a resource teacher--contribute substantially to the multiple correlation coefficient. Inclusion of all 10 variables entered in the equation explains only 16% of the total variance. An examination of the simple correlations suggests that beyond the first three variables, changes in the multiple

Table 5

Potential Predictors of Consultation Time: A Multiple Regression Analysis

Variables predicting consultation time*	Multiple R	R Square	R Square change	Simple R
Demonstration teaching	0.30275	0.09165	0.09165	0.30275
Special education experience	0.32656	0.10664	0.01498	0.14821
Resource teacher experience	0.34841	0.12139	0.01475	0.10216
Experience in current position	0.36925	0.13634	0.01495	0.02314
Type of classroom	0.38537	0.14851	0.01217	0.08999
Grade range of students	0.39714	0.15772	0.00921	-0.10474
Other experience	0.40160	0.16128	0.00356	0.04391
Regular class experience	0.40318	0.16256	0.00127	-0.00104
Highest degree earned	0.40365	0.16294	0.00038	0.09615
Inservice conducted	0.40374	0.16300	0.00006	0.05246

*For all variables listed $p < .01$, the variable "training in consultation" did not contribute to the equation and was deleted from the analysis.

correlation coefficient may simply be due to error variance. Although the simple correlation between demonstration teaching time and consultative activity is not high (.30), it was the best predictor of time spent in consultation.

Discussion

The results of both studies confirm the findings of other researchers that resource teachers are devoting minimal amounts of time, if any time, to the indirect service roles of consultation, demonstration teaching, and conducting inservice. In contrast to Evans' (1980) finding, attainment of a master's degree by resource teachers does not necessarily result in a great increase of consultative activity. Additionally, attempted implementation of a specific consultative model, type of classroom, grade range of students, regular class experience, conducting of inservice, and training in consultative techniques do not appear to be related to increased quantity of consultative activity among resource teachers. Demonstration teaching time was the only variable measured which correlated somewhat with amount of time devoted to consultation by resource teachers.

Since the indirect service roles of consultation, demonstration teaching, and conducting inservice continue to be set forth in the literature as factors distinguishing the resource teacher from the regular and self-contained special class teacher, one must assume that they are worthy of attempted implementation. Informal discussions with participants in Study I indicate that implementation of these indirect service roles, particularly the consultative role,

is necessary to a successful mainstreaming program. They frequently report that scheduling and time constraints and lack of administrative knowledge and/or support of these roles impede implementation.

The results of the second study seem to indicate that the resource teacher, in addition to having good consultative skills, must also be effective at "selling themselves." Seventy-two percent of the resource teachers ranked themselves as the most frequent initiator of consultative sessions, and 45% ranked classroom teachers as the second most frequent initiators of such sessions. Administrators were ranked third as initiators of consultation with the resource teacher.

The implication may be that the regular class teachers do not avail themselves of a resource teacher's consultative assistance, even if the resource teacher and administration have done a good job of "selling" the model. Speece & Mandel (1980) suggest that regular class teachers may regard some support services provided by resource teachers as unimportant. Less than 25% of their sample of regular class teachers rated planning inservice as an important activity, and 40% of their sample saw demonstration of use of materials as important. The results of these studies, along with the findings of other researchers, lead one to conclude that there is discrepancy between practice and the models portrayed in the literature.

Implications

In most special education models, resource personnel are viewed as experts (Dunn, 1968; Reger, 1972) in working with regular classroom teachers. In addition, they are seen as individuals who work to make

changes in the totality of education to accommodate mildly handicapped students. The two research studies summarized in this manuscript, however, indicate that less than 10% of the resource teacher's time is expended for indirect service roles of consulting with regular classroom teachers, demonstrating instruction and instructional materials, and in providing inservice training. Instead, resource teachers devote a far greater percentage of their effort to direct service to handicapped students (60%). Perhaps the role of the special educators as a change agent in the schools has been vastly overstated.

There are a number of implications to be drawn from the two studies and the review of the literature which impact special education policy, higher education, and the public schools.

Special Education Policy

The question of the responsibility of special education in serving the mildly handicapped student needs to be examined. If the role is to bring about changes in regular education to better accommodate the handicapped learner, the indirect service consultation model appears to be the most viable approach. If the goal of special education is to maintain the integrity of the present general education programs, then perhaps the direct service model is the most appropriate. There is considerable ambivalence among special educators between the use of direct and indirect service models in educating mildly handicapped students in regular education. The reasons for the ambivalence may be traced to pressures from school administrators to maintain the status quo, teachers' reluctance to change instructional strategies

and take on additional responsibility, and the inability of the special educator to serve as an effective change agent. The direct service model appears to be more comfortable for all of the parties and requires less articulation between special education and regular education.

One overriding implication of the current studies is that the role of the resource teacher in providing indirect service is contingent upon how both special education and regular education view the role of special education. Major influences on the responsibilities accepted by special education are the teacher training programs and the receptiveness of the public school to change.

Higher Education

The implications for higher education are clearly related to the selection of individuals entering resource teacher programs and the composition of resource teacher preparation programs. Teacher training institutions have a long-range impact on public school programs; however, this impact does not take place immediately, but as students graduate. This means that the changes may not be visible in the public schools for three to five years and take 10 to 20 years to become significant. At the same time, higher education may be slow to make significant alterations in training programs.

The selection of appropriate personnel to enter training for resource positions is crucial. The role of indirect service requires individuals who not only are knowledgeable, but possess personal attributes to permit working closely and effectively with fellow educators. Some of the characteristics which may need to be considered include: willingness to take risks, minimal need for

immediate ego satisfaction, problem solving skills, and willingness to work alone.

The past experience of the resource teacher candidate may also be important. The studies in Nebraska indicated that 65% of the resource teachers had no regular classroom teaching experience, 64% had no experience in special education self-contained classrooms, and the mean number of years of experience as resource teachers was 3.6. The implication is that the resource teacher may be a very young educator who lacks integrity with his/her peers because of the lack of previous experiences. This lack of experience may render him/her less effective as a consultant to regular classroom teachers, therefore forcing the special educator into the role of providing more direct service to handicapped students. The issue of selection may well center on whether experience as a classroom and special education teacher is essential in working effectively with regular classroom teachers in the public schools.

Specific data is not readily available about the types of training which special education teachers receive. Traditional provisions of expertise in educational programming for the handicapped may not be adequate for the student wishing to work as a special education resource teacher. The provision of curricular expertise may be even less appropriate for resource teachers in training for secondary school programs. At the secondary school level, the curriculum of the school may be too varied and complex for the resource teacher to have a complete understanding of each component.

The training institutions need to determine if preparing resource teachers as consultants is appropriate. If the decision is to

provide training as teacher consultants, special education teacher training programs need to review what role the preparation program should play in providing students with experiences with the various consultation models. Schein (1978) provides three models: purchase of expertise, doctor-patient, and process. These models require practitioners to have good interpersonal skills in communicating with classroom teachers. A significant factor in the actual implementation of consultation activities by resource teachers may be the amount and level of practicum experiences in consultation provided by training institutions.

Public Schools

The effective implementation of indirect service roles is based upon the willingness of the school district to permit the necessary changes to occur in the school structure. The philosophy of service delivery must be compatible with the special education staff and the instructional staff roles. This philosophy should be operationalized in the job description of the resource teacher and the classroom teacher, in the school policies, and through administrative support for indirect service activities.

The role description of the resource consultant should indicate that individual's role in providing consultation, demonstration teaching, and inservice. This job description should be used in selecting teachers for employment and in providing a structure for the training of currently employed resource teachers.

The role description for the classroom teacher is also very important. Emphasis in the role description should be placed on

the classroom teachers' responsibility for the progress of all students enrolled in their classes as well as recognition of their involvement in the consultation process.

The program may be further supported in written school policies concerning resource teacher programs. These policies should indicate support for the provision of services in the least restrictive environment and indicate how these services will be provided through the use of indirect service roles.

Administrative support through the provision of adequate space and the scheduling of sufficient time for consultation is also essential to the successful implementation of the model. Vasa (1982) relates that administrative support may also be provided through many less tangible means such as:

> . . . a positive attitude toward the program,
>
> . . . supportive statements to staff about the model,
>
> . . . encouragement of the staff to utilize the model,
>
> . . . support of inservice and professional development for staff in using the model,
>
> . . . positive public relations concerning the program, e.g., fielding questions about the program and informing the public of the program,
>
> . . . resolution of the concerns and negative reactions of staff members in a constructive manner, and
>
> . . . reduction of teacher anxiety about working with mildly behaviorally disordered students.

Summary

The successful implementation of the indirect service roles of the resource teacher is contingent upon a number of changes. First, special education policy needs to acknowledge the legitimacy of the indirect service role in serving handicapped students. Second, teacher training programs need to devise effective preservice and inservice strategies to develop the necessary competencies in resource teachers. Third, the acceptance and support of the school's administrative and teaching staff must be clearly stated and established. Last, the implementation of the program relies on the effectiveness of the resource teacher in carrying out the indirect service roles.

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